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ABSTRACT

Audiovision refers to electronic video tape recording cassettes (EVR). This paper discusses in broad terms the potential effect of EVR cassettes on television and culture in Western Europe with particular application to the current situation in Germany and Belgium. The author comments on the EVR market in Germany with reference to television research audience studies in an effort to show where the viewing market lies. In addition, he discusses the legal problems involved in adapting television broadcasts to cassettes. The author feels that cassettes will be even more important in the field of education than in entertainment. (MC)

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AUDIOVISION FOR INFORMATION AND ENTERTAINMENT

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AND CULTURAL DEVELOPMENT

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COMMITTEE FOR OUT OF SCHOOL EDUCATION
AND CULTURAL DEVELOPMENT

Television,
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AUDIOVISION FOR INFORMATION AND ENTERTAINMENT

by

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PREFACE

"The audio-visual era will be entering its third phase tomorrow: as we have not proved capable of mastering it during the two preceding phases, we cannot cross the threshold to the future without asking ourselves certain questions. Having asked them, we shall have to lose no time in answering them, for things move very quickly. Well thought-out answers will not suffice: they will have to be translated into practical measures, individual practices and laws to be voted in parliament" (1).

This extract from an article published in December 1971 in a Belgian daily newspaper re-echoes to some extent the thoughts and fears expressed in the Council for Cultural Co-operation during a debate on what was called "Post-television" (2). Following these discussions, it was agreed that a series of long-range studies on "Television, new broadcasting techniques and cultural development" should be launched during the second quarter of 1971.

Commissioned from eminent European specialists, they have been prepared according to a general plan (3) devised by Mr. Wangermee, Director General of Belgian Radio-Television (French broadcasts), who is in charge of the project. They will be submitted to a group of experts whose conclusions will then be presented to the Council for Cultural Co-operation to enable it to study possible action open to the Council of Europe in these complex fields. The present document is one of these studies, a complete list of which will be found in Appendix B.

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(1) Leon Thoorens

(2) Doc. CCC (71) 15

(3) Doc. CCC/EES (71) 73

Audiovision for information and entertainment

The era of audiovision dawned at the last Broadcasting Exhibition in Berlin, 1971. This at least was the Exhibition's slogan, although there was an obvious gap between the claim and the reality on show there. It is as yet impossible to foretell with any reliability what the position and role of the various forms of audiovision may be in the future. To compare this to the relationship between radio and gramophone records - that is, to compare a broadcast limited in time to the replaying at will of recorded language and music - is to overlook two main factors. Audiovision entails the greatly increased impact of both seen and spoken information and entertainment; it also means investing in still comparatively expensive technical equipment. At present there is little information available in the way of empirical facts and figures rather than individual speculation. No proper analysis of the market has been carried out, of who is likely to add what and at what price to his radio, television and record player; there is no clarity as to which technical medium may have the best chance in future; and there is no mass media theory to give directions as to the use of audiovision. Nor at the moment can one estimate or decide how the sphere of audiovision will be extended; thus it is impossible to specify to what extent television will compete with video cassettes.

There are, however, some developments that can be foreseen with reasonable certitude; for instance, the sphere of current affairs, together with the type of entertainment rooted in the flow of present events, is likely to remain in the hands of television, whereas cassettes will more probably turn to matters and realms of permanent validity or at least to those less involved in contemporary affairs. Thus, if only to avoid producing for a non-existent market, a division is to be expected, the repercussions of which will cause television to adapt to a new programme of contents. In the Federal Republic there is no lack of planning concerning such future developments, as can, for instance, be seen in the restructuring of German broadcasting. By reforming the contents of its broadcasts German radio has created an image for itself quite separate from that of gramophone records. All the radio programmes of the Federal Republic reveal a trend to the magazine type of programme where current affairs alternate with light entertainment in a way the record can never imitate. To my mind it is the radio programme of the Westdeutscher Rundfunk that has been most successful in its innovations.

Here there are two programmes that deserve particular mention; the one is Guten Morgen (Good morning) from 6 - 8.30 a.m. and the other Mittagsmagazin from 1 - 3.30 p.m., both broadcast daily from Monday to Friday. They both follow the above-mentioned pattern of integrating current affairs with entertainment

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and appear to comply with the needs and expectations of the listeners. Audience figures have risen rapidly since the introduction of this new type of programme. It is necessary to add, however, that these programmes are broadcast outside television hours and only the future can show whether radio will be able to retain this interest and attention when viewing hours are extended and the choice of programmes is increased, for instance, by the use of satellites.

American experience would seem to tell against this, though, of course, the role of the radio in catering for the news acquiring habits and needs of the population has never been the same as here. If we disregard the question of cost for the moment - the spread of audiovision and large scale use of it are bound to diminish expenses - we are still confronted with the fact that as far as competition between television and video cassettes is concerned, they are both assigned different tasks, in executing which they will have to create their own images. Today voices can already be heard wishing to avoid the word "competitive" by replacing it with "complementary" and even suggesting television will function as a provider of cassette programmes. In any case the original fear that video cassettes could competitively limit the scope of television has given way to the realisation that, by defining the functions of both, co-operation is quite feasible. Before examining how the various aspects of the video cassette programme are dealt with in the press I would like to start by attempting to characterise some of the particular functions of the cassette.

1. To start with, as already mentioned, video cassettes will concentrate on those aspects of information and entertainment that are of a fairly permanent nature, that do not derive their interest from day to day affairs.

2. With recording machines television programmes may be copied on to cassettes and reproduced virtually as often as required.

3. Cassettes can transmit a type of information and entertainment that television with its emphasis on contemporary affairs cannot. They can designate programmes for minority groups while the broadcasting companies with their obligation to cater for society as a whole would be failing to observe their legal constitution in doing so.

4. In the field of education, video cassettes can be employed for special educational programmes to promote optimal efficiency by individualising and systematising learning.

5. Cassettes can provide educational programmes for minority groups where television is unable to do so when such programmes need to be directed at specific professional groups.

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6. Finally, cassettes are bound to be employed to enhance pornography, both optically and accoustically. Probably this will create a considerable market as was the case with Polaroid cameras.

At this stage we must, of course, also consider the technical aspect of cassettes and the general increase in the provision of information and entertainment.

On the first point, that is to say on the technical aspect, mention can only be made of processes either being developed or experimented on, without it being possible to anticipate future developments:

1. the traditional super 8 mm film;

2. Electronic video recording (EVR);

3. magnetic tapes which, amongst other things, enable television programmes to be recorded;

4. the hologramme (Selecta-Vision) which employs laser beams and produces particularly good quality pictures;

5. the video disc, which works on the principles of the ordinary record. The prospects of the video disc, in particular, are calculated to be increasingly favourable, although at the present moment the state of its technical development would not appear to support this.

On the second point, that of the increasing provision of information and entertainment by the mass media, only a few remarks can be made here. Since Marshall MacLuhan's "The media is the message" we are all more clearly aware that an age is approaching when facts and knowledge will be easily available to all. Even today the information and entertainment provided daily by press, radio and television can only be absorbed selectively (2); there have also been numerous scientific studies on the supply and acquisition of information (3), foreshadowing a future dominated by the mass media.

At this stage, I should like to digress somewhat and sketch the use made of the mass media by young people in a large town in the Federal Republic at the present time (these are the results of an empirical study directed by myself). To start with young people show an active interest in television, so that, in contrast to previous investigations, only 15% admitted not watching television at all. This does not mean to say that in the families concerned there is no television set at all; the reasons given by young people for their abstinence were lack of interest and a preference for other activities. The average weekly viewing time is 7.9 hours, whilst 30 hours was the highest rate recorded. It is interesting to note a marked difference between the viewing habits of young men and young girls, the young men spending more time in front of the television set than the girls.

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The figures for America are already quite different. There young people have a viewing rate of 3.2 hours daily and even children spend one and a half hours a day watching television. One more statistic in this connection: between the ages of six and twelve American children see 3,600 dead bodies on television.

However, it is not only the viewing rate that indicates possible changes in people's viewing habits. The type of programmes watched may also be typical of changing attitudes. Here it can be unequivocally stated that there is almost no difference between young people's and adults' choice of programmes. Light entertainment heads the list with ease; shows, quizzes and pop music take the first place with 23%. The come magazine programmes, informative programmes and more demanding entertainment; cultural programmes, for instance, take seventh place with 5.9%. Especially popular are crime films, which occupy 11% of all viewing hours. Generally speaking, it can be seen that young people make intensive and familiar use of television, being uncomplicated in their attitude to it and regarding it as an instrument for providing information and entertainment.

At the same time it can be seen that despite, or even because of, television, newspaper reading is slowly but surely on the increase. The figures show that 90% of all young people claim to read a regional paper regularly, if not daily; 73% glance almost regularly at one of the tabloid papers, 59% see the illustrated television magazines and 87% are readers of those magazines whose scope has been improving over the last few years. Of course the fact that papers are read does not tell us what is read. One more significant point, however, is that pupils with a good school performance both watch more television and read more papers than the average young person. Whether the better school performance is due to more extensive television watching and newspaper reading or whether the better pupil is so interested in current events that he wishes to be informed by press and television is a question that cannot be answered with any reliability. The question also remains open what the general interest in the daily papers can be attributed to, especially when one considers the fact that information provided by television is up to date, optically more attractive and therefore also more effective. The replies given during the interviews in our study show a number of reasons. For one thing young people regard television as a virtually impartial source of information; they consider television provides news but avoids giving any pronounced opinion - this being imparted more markedly by the daily papers. Thus the daily papers are regarded as a critical filter and catalyst for information gleaned from television. Moreover, young people are also interested in the political affairs and cultural politics of their own locality, a field where television is hardly able to compete with the regional press. The 12% of young people who read a weekly paper say that it is the weeklies which best

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fit current information into a wider background, helping them form their own judgment of a subject. It would be wrong to omit mention here of the trend among young people to read papers and magazines for entertainment and the human interest stories, Hör Zu and Bravo, Bildzeitung, Brigitte and other such products of the popular press being particular favourites. I should now like to mention some of the conclusions we have drawn from our survey:

1. Young people's favourite pastime is still reading books, newspapers and magazines, followed only at some length by listening to the radio and watching television. Possibly, however, watching television has meanwhile become so much of a habit that it is no longer felt to be a pastime.

2. Young people place a considerable degree of trust in information shown on television, regarding it as pretty reliable.

3. Young people have no desire for a fourth television channel as they consider the present choice of programmes quite sufficient. At the date of our study the development of audiovision could not be foreseen so that we did not include any corresponding question.

4. As on television it is the radio's light entertainment programmes that are most popular, although the more educational broadcasts have a much larger audience than those on television. Obviously little value is attached to the visual clarity of educational broadcasts.

Returning to our original theme, I shall now examine the reporting in the press of the position and development of video cassette programmes to see how they are assessed by public opinion. This will also show the various ways their functions are defined.

It being my intention not only to depict the scope of the problem as reflected in the daily and weekly press, but also to refer attention to some aspects either ignored or underrated in the discussion, it is necessary to point out that all critical evaluation tends to emphasise rather the cassette's competition with television than its co-operation. The supposition that television does not sufficiently satisfy the interests of its viewers (this is a frequent claim) supports the cassette's chances of being able to oust television from its dominant role on the leisure time market. "On one score all the experts agree: the television cassette is the medium of the future. It is prophesied that the cassette will enjoy a similarly widespread popularity to that of the gramophone record and some media specialists are even of the opinion that in the years to come television stations will restrict themselves more and more to topical programmes (e.g. sport and information)" (4).

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As already mentioned those in charge of television output are aware that in the educational sector their function of broadcasting programmes that are not of strictly present importance is only transitory. They know that in future their task will be to concentrate even more vigorously on the type of knowledge involved with daily events. The question arises here whether some of the programmes produced up to now by television should not be taken over by cassettes. In particular the producers of school broadcasts should seek the co-operation of cassette makers as cassettes could liberate schools from their dependency on fixed broadcasting times. To my mind, the video cassette market cannot develop by relying solely on its own productions; it must remain open, especially to television and, in the entertainment sphere, to the film industry. To be sure, the present discussion in the press leaves the impression that long term planning has no recognisable objectives as yet. It is not yet clear what part of the educational sphere is expandable or whether it is even advisable to aim at both the educative and the entertainment sector at one. The areas where production is likely to be concentrated can be outlined only very roughly; to mention merely two examples, the Ullstein AV appears to be devoting its energies to a further educational programme, while Quelle, the big mail order firm, is developing an entertainment programme on the lines of "Tele Favourites". This impression of competitive activities is reflected in an article from the Cologne Stadt Anzeiger of 29 October 1970: "Cassette television is striding forward. Only a few weeks ago the television production company, Windrose Dumont Time, in co-operation with the Westermann Publishing House, announced an extensive programme of educational cassettes. This was followed yesterday by the news from Hamburg that the Ullstein AV (owned by the Axel Spring Trust) will soon be presenting television cassettes. As reported by a Munich journal, the Ullstein cassettes are expected on the market next summer. They contain Super 8 films with entertaining subject matter and can be played through a television set by means of an additional piece of equipment. The Ullstein AV intends the mail order firm, Quelle, to distribute the films. According to the journal, films of shows and crime stories are planned to start with " (5).

This article also points out the legal problems involved in adapting television broadcasts for cassettes.

Progress has meanwhile overtaken this newspaper report as it is now known that the Ullstein AV is already selling a programme for doctors and dentists, called "Medicolloc". The original marketing expectations have shrunk considerably in the last year, however.

I should now like to go further than the sources mentioned above have and describe the areas where special educative cassette programmes can best be employed, bearing in mind the economic viability of producing for specific groups. By planning programmes so that they can be used in combination with other media, thus providing systematic learning sequences, video

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cassettes could be used for schools and further education. They would not be limited to television broadcasting hours, but could promote individual progress, leaving more room for personal contact with the teacher. Such programmes would, of course, need to be thought over and produced afresh from time to time to absorb current requirements and scientific progress. This would prevent them becoming anachronistic as school and documentary films are so often rightly reputed to be. The opportunities are also great as far as programme for general vocational further education are concerned or for a course of training for specified functions. Of course, it will not be possible to extend the scope of these basic programmes unless the number of potential buyers is sufficiently large to make it worth while evolving further education programmes for, for instance, specific jobs. This is where the Ullstein AV cassettes fit in with their further education programmes for doctors. They can be regarded as a sort of in-service training by means of mass media. To my mind it would be well worth considering whether technical aids should not take over the first attempts at setting up a course of in-service training as at present the capacity of the universities to provide a thorough course of this nature is limited. It is also time to start contemplating whether some sectors of educational leave could not be produced in cassette form. This is somewhat problematic, however, as the demand for educational leave is still only rhetorical, its contents being undecided on apart from general trends. Educational leave should be of service to both vocational and political education - this prescription for pacifying the controversial discussion is of no use unless the experts are prepared to devise a systematic and reasonably fixed syllabus which can act as a motivation for other forms of further education. Educational leave is not intended as further training for a particular job so courses need to be designed to fit a more general conception. The ideal course would combine vocational and political education and teach basic knowledge. For such courses I can even envisage cassette programmes being mass produced, though it must be clearly noted that educational leave cannot be merely an extended form of the weekend courses provided by adult education. Finally, with increasing leisure time there will be an opening for cassettes with educative content, such as do not form part of a systematic examination course. This would endow the cassette with the task of selecting information of value for keeping up with modern life. It would contribute to the spreading of knowledge which magazines now attempt to tackle with verbal and visual means of communication (8).

On the question of the possible application of television cassettes in higher education the original enthusiasm has given way to a vaguely passive attitude. The "TV University" was the reformer's first model, an institution which was to be devoted to teaching, remote from any student discord or revolutionary protest (9). This idea was then watered down to

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"University TV", a complementary use of university teaching and television, and today refuge has been taker in the concept of the "combined media". There has been much rhetorical fuss about this project, but as yet nothing reliable can be said about it (10). (We are not including here the use of closed circuit television already employed by some universities, particularly for the natural sciences.) These schemes are all founded on two ideas. On the one hand it is believed that technical aids can assist in coping with the student "avalanche" and, on the other, that some basic knowledge can be communicated with these new methods. The combination of television programmes, correspondence courses and face-to-face teaching appears to be the ideal means of guaranteeing an optimum communication of knowledge. Besides this, such a project could also encompass those who do not have the qualifications for university entrance, the Abitur (11). With the present situation at the German universities marked by an overflowing number of students and structural and curricular reforms, new forms of communicating knowledge must be contemplated. They need to be highly effective and to free the teaching staff from the necessity of continuously repeating the same material for first year students. Together with readers, textbooks,etc. the video cassette could assume an introductory function.

But do not let us neglect entertainment programmes, for it is here the press anticipates the biggest developments (12). The malaise - partly imagined, partly justified - of the present situation has prompted the idea that the cassette could become a substitute for television. What optimism - and what an advance tribute to the ingenuity of the cassette manufacturers! Although there is no concrete proof, it is rumoured that, with an eye to the future expansion of the television cassette or video disc business, television stars are being signed on to work in future only for the cassette or video disc manufacturers. It is, of course, an attempt to make cassettes popular. If you worship one of the favourites, you will have to accustom yourself to the thought that you will only find him on a cassette in future. It makes you wonder whether one day we shall have an outstanding cassette élite, such as we now have on radio and television. If you listen to one of the radio programmes you know the big wigs on it just as others know those of the two television channels - shall we some day have such cassette notabilities? Nonetheless, there is still one obstacle the cassette will not be able to overcome - it cannot keep up with the day's events. The wit of many light programmes lies in their reference to current topics; they are only amusing because they can count on all the listeners getting the point. This is particularly true of cabaret, but these intellectually clever and critical programmes only revive past reminiscences when replayed two years or so later; the real point is lost. In many other respects, too, a live transmission is superior to an aseptic canned version - one of the advantages of television

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and a shortcoming of the cassette. D. Stolte answered this question of the characteristic features of the media in the TV Courier, "Our programmes - and I see no essential difference between ZDF and ARD - are based on the notion of family viewing. The result of this is that as much as possible must be for as many as possible. Audience testing (particularly viewing rates) have supported this theory. I wonder, however, whether these findings really correspond to social reality, to a world divided along political, economic, cultural, industrial or social lines and yet increasing in complexity... Technological changes in the field of the technical media will force television to wonder what the irrevocable and specific features of its medium are. The answer is surely not difficult: the pursuit of its journalistic task, the emphasis of current happenings, the chance of being directly on the scene of events. This interpretation of television's function of course involves every field of social life, politics as much as cultural life, science as well as industry. Some day television is bound to become aware of its own potentialities, freeing itself from the style and influence of theatre, film and newspaper. Cassette and television are not competitive but complementary media. The cassette is a textbook and reference book in the form of moving pictures. In a learning and performance orientated society like ours where more and more is required of the individual at work there is not only room for both media, but both are needed to do justice to the demands of the future"(13).

Public opinion as reflected in the press is especially concerned about the news of recent mergers. Such amalgamations are inevitable where enormous investment is necessary without there being any present certainty of its profitability. The opposition to the mergers of newspapers is foolish because it is not based on correct information and the result is that the fusions on the cassette market are suspected of having intentions of indoctrinating the public. When considering the cassette market it is particularly important to avoid the mistaken bias of thinking that mergers necessarily mean increased political influence for even the most naive type of entertainment may become suspect of aiming to support the existing order of things. On the other hand, reports of amalgamations taking place abroad remain neutral, as can be seen in an article from the Stuttgarter Zeitung on "Nationalising Sweden's cassette industry": "The Swedish Minister for Industrial Affairs has announced the establishment of a new television cassette company. The new firm is to be set up by the State together with the central organisation of the co-operative societies 'Kooperative Förbundet' and both will own 50% of the shares. Work on the project will commence at the beginning of the coming year, the costs for 1971 being calculated at half a million crowns. According to the Minister for Industrial Affairs the aim of the enterprise is to ensure audio visual media are utilised in support of the public interest and to guarantee the large collective organisations a say. By these

are usually meant, in Sweden, organisations closely connected with the trade unions and the Social Democratic Party" (14). In the Federal Republic there are numerous obstacles to such a concentration of power, some of them of a technical nature, the various systems already selected being quite incompatible (15). Moreover, the degree of concentration evident at present is slight: "In the Federal Republic the extent of concentration among cassette manufacturers is ridiculous compared with the output capacity of international, particularly American, cassette firms. The German market will be flooded by dubbed entertainment and education cassettes; German firms will have to co-operate on an international basis" (16), this is the line of argument taken by one communications expert.

In view of this situation fusion appears necessary, particularly as it would increase chances of survival: "Cassette and cable television still have the air of being in their pioneering days. Firms are shooting up all over the place in the hope of being in on a good thing. Köhn-Lechner (previously manager of the Bertelsmann Publishing Company) is unperturbed and thinks 'Many a firm will suffer a shock it will never again recover from'"(17).

Up till now I have attempted to clarify some of the problems which arise in the general discussion of the television cassette. It has not been my intention to analyse the press systematically on this score so the references made may appear random. They have, however, been selected as being the most striking. At this stage there is, I think, no need to summarise the problems and aspects mentioned, particularly as such a summary could only be of a transitory nature. The possibilities and limitations of the cassette are by no means already determined neither technically nor as far as content is concerned. Technical improvements, in particular, force one to continually revise one's opinion. It does seem time, however, that the manufacturers informed those likely to be affected of the preparations and plans made for the cassette, so that people can judge to what extent the television cassette can be used as an evocative technical aid. Whether, as expected, the cassette can set out to conquer the market in the near future depends not only on its technical qualities and the subject matter selected, but on how far the cassette becomes a habit amongst the public. It remains to be seen whether the public is prepared to accept a medium dependent on technical equipment which looks more difficult to use than it actually is. As people in this country, particularly in their leisure time activities, are somewhat apprehensive of complicated technical apparatus, they need to be accustomed to dealing and living with the cassette. Besides, people's desire to buy cannot be stimulated unless there is a large selection of programmes to suit everyone's taste. By young people the audio cassette appears to have been adopted as an indispensable means to having fun and perhaps the television cassette will be regarded with the same attitude after an introductory period.

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To continue this discussion it would seem appropriate to touch on the theory of the use of media in instruction in connection with audiovision. This is to be attempted taking into consideration the existing literature on this topic.

There appear to have been any number of attempts to create such a theory (the literature relevant to this is also listed in Appendix A), but none of them have got much further than the first steps. Up till now the science of communication has failed to apply itself wholeheartedly to the science of education. Instead it has limited itself to dealing with the institutions involved in the process of communication and the legal consequences, omitting almost entirely its application to education. The science of education has made some efforts to deal with the relationship of young people to the mass media, but generally these have been restricted to those matters favoured at one time or another by the general discussion of educational politics. Television corporations have, for instance, produced some valuable ideas on pre-school programmes (18); various studies have been devoted to television for schools; quite recently interest has been directed at research into the effects of television, particularly as to whether television tends to induce criminal or brutal characteristics (19). The relationship of adult education to the mass media has come in for considerable attention and here the work of the German Volkshochschule deserves a special mention (20). There are two reasons why the development of a theoretical approach has not progressed beyond these beginnings. On the one hand the science of education has always stood rather aloof from the phenomenon of mass media and, on the other, reliable facts and information can only be gained by carrying out intensive investigations on a wide basis and these have always been shelved for reasons of finance and scientific practicability. Actually quite recently a number of empirical surveys have been started on, which will enable us to give reliable information on the structure of the communicator, the medium and the message. What has been entirely missing as yet is proper research into the effects of television, research which is truly representative and differentiates between the various target groups involved. It will certainly never be possible, however, to deal with this sphere only with unconnected psychological surveys. The uncertainty which is still prevalent in the educational evaluating of television programmes became evident during a discussion on the Westdeutscher Rundfunk of two pre-school television programmes from the Bavarian Rundfunk, entitled "Die Spielschule" (Play school). The two participating experts, a psychologist and an educationalist were prepared to admit that conclusive statements just cannot be made yet. One of the first difficulties research, particularly research into the effects of television, is confronted with is that, despite many well meant attempts, it has not been possible to evolve a means of applying contents analysis to television programmes. The problems arising from the visually and accoustically

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intertwined contents and the interdependence of the processes of seeing and hearing cannot be resolved simply by separating the two spheres and examining them individually in a contents analysis. It is this very interdependence that constitutes the effects produced by television. Possibly the increasingly divergent methods of content analysis are chasing an illusion that can only be revealed as such. Meanwhile research into the effects of television on the viewer can only be made valid when the roots of television's influence, that is its contents, can be reliably rendered, both mathematically and verbally. In addition, the research we are dealing with here fails to question the viewers themselves directly, i.e. the children and young people; instead, it is adult observers who draw conclusions from the reactions of younger watchers. This can mean the observations are quite out of perspective. Experiments on the problems of television instruction also tend to adhere too closely to detail. They specify, for instance, at what distance from the set children should sit, how great their receptive power is, what breaks there should be between consecutive programmes and how activities following the transmissions can be stimulated. By restricting attention to technical details one can fail to consider questions of content, whether the subject matter offered corresponds to a child's or young person's experience or knowledge, whether reality, and that means the child's own reality, or a necessarily imperfect imitation of reality, should take precedence.

Of course, these remarks refer to one special area of mass media research. The attitude of adults to the media has been even less well investigated; the science of education, and psychology, too, has concentrated entirely on what young people have to reveal. Only recently has adult education started to regard the mass media as a subject of instruction and something that can be employed in teaching; research into adult education is only now investigating the possibilities of mass media for adult education (21). The present experience of television in the Federal Republic indicates that there are three main ways of employing television in adult education. (We are disregarding the kind of educational enrichment inherent in nearly every programme) One is to reproduce on television a complete school course with legally guaranteed "leaving" certificates, such as has been done in the Telekolleg of the Bayerischer Rundfunk. It is intended that optimum learning efficiency should be attained by combining television, correspondence tuition and face-to-face teaching (at weekend seminars). Till recently the final examination to be worked for was an intermediate one, giving access to technical colleges (Fachschulreife); due to the restructing of higher (i.e. university) education, this will in future give access to higher education (Fachhochschulreife). Thus it is possible to present an academic subject on television - and on the radio, too (cf. Funkkolleg).(22) - the aims of which can be manifold. Such a programme can, for instance, act as a kind of in-service

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training, helping the professional to catch up in his field; this kind of programme can individualise an academic course of study; and it can make university education accessible to those who, for various, but mostly personal and domestic reasons have not achieved university entrance. Finally, as is the case in most of the strictly educational programmes, television can demonstrate a highly specialised subject of academic and vocational interest. A good example of this are the programmes on data processing and network planning, produced and broadcast by the WDR and other channels. To sum up, audio-visual media can be used in adult education as preparation for school type examinations, academic and functionally specified qualifications.

One aspect of particular relevance to our subject must be clearly stressed here. In all these fields - as in parts of school television - the television corporations regard themselves as transitory trustees of new teaching technologies. The methods adopted by television, as briefly sketched above, are not necessarily restricted to the medium television; they are not incompatible with other media, but television is merely discharging the function of a medium. These contents and forms of presentation can equally well be assigned to audiovision and the future points to such a development, where television will withdraw from these activities to concentrate on topical content, leaving educative programmes of a constantly valid nature to audiovision. Thus the problems touched on above apply just as much to audiovision as to television.

I have gone into some detail here so as to make quite clear that instruction, both for individuals and for the general public, will be transferred from television to audiovision, this process even being regarded as logical by television itself. In this connection it is necessary to make an almost banal reservation: not every subject matter can be dealt with adequately by audiovisual means - that is as true for television as it is for audiovision. The rule of thumb can be applied that modern instructional technologies should only present what cannot be accomplished by face-to-face teaching. Neither television nor audiovision can replace the teacher, both being dependent on the feedback that can only be achieved in the question and answer process of face-to-face teaching. It is not by chance that television instruction, correspondence courses and face-to-face teaching go hand in hand in the Telekolleg of the Bayerischer Rundfunk. It is an example of the multi-media approach, such as is otherwise only rhetorically in demand.

Certainly in the entertainment sector no such analogy between television and audiovision can be made. With the exception of those programmes which depend on current events for their wit and esprit, a competitive relationship is likely to develop, the extent of which cannot be even roughly outlined yet. One already hears of exclusive contracts which will seal this relationship and it is only after a longish

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transitional phase that television and audiovision will probably be able face each other with the same natural ease that now exists between television and film. As audiovision first requires to gain a footing on the entertainment market, a mutual exchange of productions will only be possible after a relatively long transitional period. Today it is already evident that the number of potentially creative and productive people is not expandable, that without lowering standards the provision of audiovision programmes cannot be increased at will.

Let us turn our attention to some of the special aspects of the use of television cassettes. Apart from entertainment programmes, cassettes will be put to special educative uses:

1. In the field of vocational and functionally specified further education.

2. In adult education, for those wishing to work for certificates and further qualifications.

3. For leisure time activities, in assisting people to master the problems of modern and everyday life.

4. For educational leave (as yet still under discussion).

The advantages of audiovision are:

1. That the recipient is not dependent on any one person supplying knowledge.

2. That he can decide on time and place himself.

3. That he can organise his own learning steps.

4. That progress, both in learning and in gathering information, is individualised.

Using the literature listed in the Appendix, my colleagues, Hildegard Scholand and Jürgen Hüther, have further analysed the specific features of the cassette (in a manuscript not available for publication (23)), characterising the following aspects: "underlying learning theories" - parenthetically it should be noted that the report in question dealt with educative cassettes for vocational further education - the "structural problems of contents and presentation", "means of directing attention", "concentration of information and redundance", "the character of the commentary" and the forms and possibilities of "realistic presentation", and finally, as a more technical problem, "the influence of colour on learning with audiovisual material". We have now reached the end of our survey, in the course of which it will have become evident that it is not possible to conclude this paper with maxims or directives. This

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caution is not merely scientifically virtuous, but rather expedient in view of the fact that we are dealing with a subject, whose commercial possibilities and educative potentiality can not yet be evaluated. For this reason I wish to avoid a summary which would inevitably ignore the subtleties of the situation. With certainty it can only be said today that:

1. Cassettes will be of most importance in the educative sector.

2. They will also increase the choice on the entertainment market.

3. They will be made use of by pornography.

4. They can lead to an increased individualisation of education and entertainment.

As far as the technical implementation of all this is concerned, we are not in a position to presage even general trends.

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2. See the reports: Fernsehen von innen gesehen, Hugh Greene, Dieter Gütt, Werner Höfer, Manfred Jenke, Michael Schmid-Ospach, Gabriele Wohmann, in: Monat, No. 270, March 1971.

3. Statistics and suggestions for further reading to be found in: J.H. Knoll, C. Wodraschke, J. Hüther, Jugend und Kulturpolitik, Eine empirische Untersuchung über die kulturpolitische Informiertheit und Meinung Jugendlicher in einer Grosstadt des Ruhrgebietes, Neuwied/Berlin, 1970.

4. R. Bächtold, Kassettensalat, in: Die Weltwoche, 9 October 1970.

5. Kassetten mit Krimis von Quelle, in: Kölner Stadtanzeiger 29 October 1970; see also Schulmanagment No. 1, 1971, p.70; Mahlers Symphonien für die Bildkassette, Die Welt 4 February 1971.

6. J.H. Knoll, Bildungsurlaub - Schlagwort oder Modell gegenwärtiger Erwachsenenbildung? in: the supplement of Das Parlament, 18 July 1970.

7. J.H. Knoll, op. cit., p. 22 on.

8. In the last few years a number of journals have been set up which attempt to spread knowledge of the natural sciences to the general public, see: K. Meissner, Die dritte Aufklärung, Braunschweig 1969.

9. B. Vogel and K. Holzamer, Projektstudie zur Gründung einer Gesellschaft für die Einrichtung eines Universitätsfernsehens, in: Lehren und Lernen im Medienverbund, Heidelberg 1970, p.11 on.

10. B. Vogel and K. Holzamer, Projektstudie. Zur Gründung einer Gesellschaft für die Einrichtung eines Universitätsfernsehens; Fernstudium - Universitätsfernsehen. Zwei Memoranden der Bundes-Assistentenkonferenz in: Projekte, Probleme und Perspektiven des Fernstudiums im Medienverbund, Schriftenreihe Lehren und Lernen im Medienverbund, ed. J.H. Knoll and I.v. Münch, Heidelberg 1970, p.11 on.

11. This is what the Open University is also trying to achieve. Likewise the Funkkolleg of the Hessischer Rundfunk.

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12. Kassettenfilme im Abonnement, in: Süddeutsche Zeitung 10 November 1970.

13. TV-Courier, Kassette und Fernsehen - sich ergänzende Medien, in: tvc 30 November 1970. Another important survey: K.J. Fischer, Die gegenwärtige Entwicklung des Kassettenfernsehens und seine Möglichkeiten, in: universitas No. 12, 1970, p. 1,287 on.

14. Kassettenproduktion in Schweden staatlich, in: Stuttgarter Zeitung 19 November 1970.

15. Hausmitteilungen 1/1971 Bundeszentrale für politische Bildung, p. 9 on, p. 13 on.

16. P. Gloth, Konkurrenz und Kooperation, Thesen zur Zukunft des Rundfunks in der BRD, in: Funkkorrespondenz No. 42, 15 October 1970.

17. Warten aufs Plattensfernsehen, in: Kölnische Rundschau 2 June 1970.

18. Notizen zum ARD-Programm 145, 1971; Volkshochschule und Fernsehen No. 28, 1971; epd/Kirche und Rundfunk, No. 39/40, 27.10. 1971; J.H. Knoll, Rundfunk und Fernsehen, No. 3, 1969, p. 240; Knoll, Kleinkinder vor dem Bildschirm, in: Die Welt, 17 July 1971; NDR-Information, Hamburg 11.3.1971, p. 7; S. Schäfer, Kinder-Stiefkinder des Fernsehens, in: Saarbrücker Zeitung 28. 5. 1971; much has been published between March and October 1971 on the subject of "Sesame Street" and "Spielschule".

19. The most important literature on this subject is given by J. Koszyk, Massenmedien und jugendliche Delinquenz, in: Publizistik, No. 2, 1971, p. 139; Mediaperspektiven, No. 159, December 1971, p. 402; It is however necessary to emphasise the results of research on the effects of television are generally restricted to brief, unconnected effects; as far as I know there has been no investigation of the effects of longer term influence.

20. Besides the "Grimme Preis"and "Volkschochschule und Fernsehen", there are other papers showing the increasing interest of adult education in the possibilities of mass media. See the reports in Volkschochschule im Westen, the most recent of which is No. 6, 1971, p. 265.

21. G. Dohmen and O. Peters, ed., Hochschulunterricht im Medienverbund, Teil I, II, Schriftenreihe Lehren und Lernen in Medienverbund, No. 3, Heidelberg 1971.

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22. See the bibliographies: W. Ubbens, Presse-Rundfunk-Fernsehen-Film, Ein Verzeichnis deutschsprachiger Literatur zur Massenkommunikation 1968.- 1971, Berlin 1971; Hörfunk-Fernsehen-Bildung, ein Literaturverzeichnis, Westdeutscher Rundfunk, Kleine Rundfunkbibliothek No. 2, Cologne 1971.

23. H. Scholand, J. Hüther, Bemerkungen zur Mediendidaktik audiovisueller Unterrichtsverfahren, in MS form.

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A P P E N D I X B

List of prospective studies on "Television, new broadcasting techniques and cultural development"

-"The general development of mass-media in a changing European society"

by U. MAGNUS
Hans Bredow-Institut für Rundfunk und Fernsehen;
University of Hamburg

-"Concerning a European satellite - problems and prospects"

by M. BEZENCON
Président de l'Union Européenne de Radiodiffusion,
Directeur Général de la Société Suisse de Radiodiffusion,
Berne

-"Cultural uses of a satellite with receiving stations"

by R. LEFRANC
Office Français des Techniques Modernes d'Education,
Paris

-"Programme distribution in the present-day world"

by G. THOVERON
Chargé de Recherches à l'Institut de Sociologie
Université Libre de Bruxelles

-"Development prospects of programme distribution"

by J.L. RODRIGUES FRAGNAS and
J. GARCIA JIMENEZ
Radiotelevision Espanola,
Madrid

-"Audio-visual cassettes: European perspectives"

by Dr. L. BERETTA ANGUISSOLA
Directeur général adjoint, R.A.I.,
Rome

-"Audiovision for information and entertainment"

by Dr. J.H. KNOLL
Institute of Pedagogy,
Ruhr-Universität Bochum

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Appendix B

-"The video-cassette"

by J.G. BATZ
Directeur du Centre d'étude du Cinéma, de la Radiotélévision et du Théâtre à l'Institut de Sociologie de l'Université Libre de Bruxelles

-"Problems of producing programmes for cassettes"

by A. FRANCOIS
Directeur chargé de l'Inspection Générale
ORTF, Paris

-"Evolution of the public networks of television"

by P. SCHAEFFER
Chef du Service de la Recherche
ORTF Paris

-"Forecasting in cultural technology"

by the Fondation pour le Développement Culturel,
Paris

-"Remarks on television programmes by and for restricted communities"

by the Fondation pour le Développement Culturel,
Paris

-"Satellite Broadcasting in Europe"

by E.W. PLOMAN
Executive Director
International Broadcast Institute,
London.